

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here.</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY MAR 29 PM 4:26 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period	August 1, 2016, to July 31, 2017	<small>Place date stamp here</small>
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
BGC of Greater Houston	76-0270942		
Vendor ID #	ESC Region #	DUNS #	
76-0270942	4	027056340	
Mailing address	City	State	ZIP Code
815 Crosby Street	Houston	TX	77019-3054

Primary Contact

First name	M.I.	Last name	Title
Zenae	S	Campbell	VP Progm Services\Operations
Telephone #	Email address		FAX #
713-400-2940	ZCampbell@bgcgh.org		281-200-0650

Secondary Contact

First name	M.I.	Last name	Title
Kevin	R	Hattery	President & CEO
Telephone #	Email address		FAX #
713-400-2942	KHattery@bgcgh.org		281-200-0650

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kevin	R	Hattery	President & CEO
Telephone #	Email address		FAX #
713-400-2942	KHattery@bgcgh.org		281-200-0650

Signature (blue ink preferred)

Date signed



Only the legally responsible party may sign this application.

701-16-102-162

Schedule #1—General Information (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 1/1

End date (MM/DD): 12/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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On this date:

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

N/A

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

N/A

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Boys & Girls Clubs of Greater Houston (BGC) seeks funding to establish the BGC Texas ACE (BGCTA) program at six Title I campuses in Houston and Harris County in order to assist these schools in addressing their highest-priority student and family needs. BGCTA will provide students with supplemental academic assistance that will aid struggling learners by increasing their skills in core subjects, and will help to build language skills for English Language Learners (ELL); in addition, BGCTA will provide a wealth of enrichment activities that these schools currently lack, and that give students opportunities to develop skills and gain information that further supports their academic success. BGCTA will also provide services for families that are designed to empower and engage parents in their relationship to their child's school and in their own development of literacy and other valuable skills. The goals of this grant are directly related to those of campuses included in this grant: to improve student achievement and help schools reach and/or exceed standard; to provide access to activities outside the school day that keep students learning while they have fun; and to increase the levels of family involvement in their child's education that has been shown to positive affect student academic improvement.

The budget for this grant was developed by reviewing low-achieving and high-need student populations at each school, and projecting the number of students who could benefit from BCGTA. Space and resource considerations were then utilized to determine an appropriate number of youth to be served at each center. BGC is highly experienced in developing budgets for each of its sites and by reviewing to gaps in enrichment and academic support services currently available at targeted schools, determined a per-student cost of programming. Similarly, the high need for family engagement at targeted schools guided BGC in determining center-level costs. Planned centers were identified using BGC's normal criteria: to ensure that our youth development services are accessible to low-income families with the greatest need, centers are deliberately located in areas of high poverty where large numbers of disadvantaged youth have few other opportunities for out-of-school-time enrichment. BGCTA will serve the Greater Houston community of Spring Branch, located in Northwest Harris County, and the Sunnyside neighborhood in Southeast Houston. Spring Branch is a community which has become majorly Hispanic in the past dozen years; the schools we will serve have an average of 89.3% Hispanic students and 71.9% ELL. They also have high levels of poverty: an average of 70.2% of students are economically-disadvantaged (ECD), and 81.6% are at-risk. The KIPP Sunnyside Campus is located in an area of Houston with a predominantly African-American population. This KIPP campus serves children K-12 who are 88.7% ECD. The neighborhood surrounding the campus is low-income with high crime. While KIPP has successfully increased academic achievement for many of its students, their students face a dearth of enrichment activities and lack opportunities to develop social-emotional skills and healthy lifestyles. In both communities to be served, parents with low levels of education and/or facility with English are often unable to assist their children academically, and discomfort makes them less likely to participate in school activities. In response to these needs, BGC has developed this Texas ACE program to supplement and support each school's curriculum and improve levels of academic performance, and to provide rich and varied enrichment activities for students that support campus learning goals. Because engaged families are linked to greater likelihood of academically motivated and successful youth, this program will also reach and assist parents through engagement and empowerment services; staff at centers and schools will be trained in best practices for family outreach. All student, school and family services have been developed in response to assessment of needs using school data, and to input from students, parents and school staff. This process was overseen by Zenae Campbell, BGC VP of Program Services & Operations, and united efforts by BGC staff, school and community stakeholders to create a comprehensive picture of needs and resources at each campus. Throughout BGCTA, assessment will continually inform program activities, drive improvements to services and help ensure needs continue to be met. The assessment and program improvement process will take at every level of program operations; involving senior BGC staff, Project Director (PD) and Site Coordinators (SC), and information collected from students, families and communities. To further ensure a strong school-community connection, centers will establish Community Advisory Committees (CAC). Members to include parents and other stakeholders are thereby given a role in shaping BGCTA, evaluating success and recommending improvements, and developing plans to sustain the center after funding ends. BGC will provide an experienced and dedicated team to

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

manage this grant; this management plan includes scheduled, ongoing communication between BGC leadership, supervisory and campus-level staff. BGC leadership (executive and senior management) plays an active role in ongoing program development and evaluation, regularly reviewing programs, goals and determining needed program alterations which are give direction to PD, who meets frequently with SCs and a Family Engagement Specialist (FES) and supervises all activities at the centers. Program evaluation is accomplished through BGC's assessment process: cyclical review/assess/improvement to continually refine programming for maximum effectiveness. BGC data systems track attendance, program results and other pertinent data; BGC will work with schools to track grades, attendance, grade promotion, behavioral referrals and graduation rates. BGCTA fulfills all Statutory Requirements: centers provide multiple TEKS-guided afterschool and summer programs that supplement and align with school-day curriculum. Students identified by data and school staff as in need of academic assistance will attend safe, accessible on-site centers. A multi-faceted communication plan aligned with school schedules ensures families are aware of BGCTA, with bilingual materials sent home with students, posted at schools, and announced at meetings and events. Both structured lessons and thematic enrichment activities described in this grant are specifically designed to develop the skills and proficiencies students need to improve academic performance: all activities have a learning goal and their effectiveness is monitored and improved when needed by BGC staff and campus partners. Programs that develop family literacy and parent advocacy skills incorporate best practices to help ensure they are positively affecting student outcomes. BGC will coordinate and support other programs sharing ACE goals: Title I funds (academic enhancement); federal school-health programming; and local county and city resources (adult education, workforce training, basic needs). To fulfill authorizing statute, BGC reviewed campus data to identify academic needs; based programs on evidence based research; and has incorporated plans to collect and analyze data throughout the program. Experienced in community partnerships, BGC works closely with LEAs, not only in data analysis but by incorporating BGC employees into school structures and working closely with school staff. A thorough examination of community needs and resources informed program design to ensure alignment and inform goals. BGC has many decades of positive youth development experience and in providing a roster of well-researched programs that help kids learn while having fun, and gaining social-emotional abilities, self-esteem, and skills needed to achieve a healthy lifestyle. Volunteers play an important role in supporting BGC programs; outreach to local communities will help centers ensure they have the number and type needed to support learning goals and student improvement. BGC recognizes the need to maintain centers and continue to benefit schools after grant funding ends, and so creation of a sustainability plan will be part of senior staff and management discussions, will drive development of community partnerships, and will be on the agenda for each CAC. BGCTA also fulfills all TEA Program Requirements: experience in community partnerships and creation of several CACs for other service areas means that BGC can and will ensure broad community stakeholder representation on an active CAC and inclusion of varied 'voice' in the CAC's ongoing program review and recommendations. The CAC will include a sustainability plan as a priority from its first meeting, so will begin engaging potential supporters in Year 1 of this grant. This grant program will benefit from BGC experience and success in successful grant management. BGC's leadership meet weekly to review programming and develop assessments as well as direction for improvement. PD will establish regular communication schedules with SCs and will ensure training is provided on existing program models, best practices to assist students achieve academic improvement and family engagement (to also include school staff). This program has been developed to meet State Compensatory Education goals in that the major driver of all programming is to assist students struggling to meet academic standards and therefore at higher risk of disaffection from school and higher school dropout. BGC staff will utilize multiple student-level data sources along with schools and teachers working alongside BGTXA staff to identify this population, and will develop a plan with families and students that establishes attendance and behavior guidelines to further ensure students receive needed academic help. BGCTA will operate 31 weeks during school and 6 weeks during the summer; staffing ratios will be ??????. Centers adhere to both school and BGC safety procedures to ensure students are monitored at all times. All BGTXA activities align with, supplement and strengthen school day instruction by integrating center staff into school meetings, data tracking and daily teacher interactions. Students with lowest achievement (grades and testings) are provided with learning strategies designed to meet their particular needs, including individual and small-group instruction. The FES develops and implements strategies to engage and empower families, maximize supports from school and community to meet their needs, and ensure that schedules accommodate working families and that all programs are accessible and welcoming.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,158,197	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$320,578	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$22,019	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$209,206	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,710,000	\$	\$1,710,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,710,000	\$	\$1,710,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,800,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$90,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 76-0270942			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$58,000
5	Site coordinator (required)	6		\$258,000
6	Family engagement specialist (required)	1		\$50,000
7	Secretary/administrative assistant		1	\$14,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist		1	\$18,000
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Youth Development Professionals	66		\$577,500
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$975,500
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$182,697
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$182,697
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,158,197

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 76-0270942		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$34,560
	Provide dedicated school space for summer usage for 6 hours per day.	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$34,560
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Teachers/Academic Liaisons: each certified teacher will provide up to 5 hours – one hour of instruction and one hour of planning – per week during the school year, for 20-30 weeks; salary & benefits projected at \$25/hour + 11.779% fringe benefits; teachers/academic liaisons are deployed on campuses according to greatest identified student need in grades and/or subject areas, to target specific skills and competencies.	\$187,792
2	Teachers/Academic Liaisons for Summer Programming: 6 weeks x 17 hours x \$25 per hour + 11.779% Fringe Benefits; 4 days/week totaling 16 hours plus 1 hour of planning per week; projected 35 teachers/academic liaisons are deployed on campuses to address academic needs of students attending summer programming	\$98,226
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$286,018
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$320,578

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 76-0270942		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$22,019
Grand total:		\$22,019

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 76-0270942		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$209,206
Grand total:		\$209,206

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 76-0270942			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	1427	30%	Attendance rate	96.8%
Hispanic	3263	66%	Annual dropout rate (Gr 9-12)	1.1%*
White	160	3%	Students taking the ACT and/or SAT	DNA
Asian	66	1%	Average SAT score (number value, not a percentage)	1269*
Economically disadvantaged	3805	77.2	Average ACT score (number value, not a percentage)	18*
Limited English proficient (LEP)	2490	48%	Students classified as "at risk" per Texas Education Code §29.081(d)	69.9%
Disciplinary placements	0	0%		

Comments

Please note, annual dropout rate, average SAT score, and average ACT score are provided for the only high school included in this grant: KIPP Sunnyside High School.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	62.8	26.5%	No degree	.7	.3%
Hispanic	147.2	44.3%	Bachelor's degree	237.1	80%
White	73.2	23.6%	Master's degree	57	19.3%
Asian	13	3.9%	Doctorate	4	.4%
1-5 years exp.	104.8	39.1%	Avg. salary, 1-5 years exp.	\$49,725	N/A
6-10 years exp.	72.4	22.6%	Avg. salary, 6-10 years exp.	\$52,150	N/A
11-20 years exp.	63.1	19.1%	Avg. salary, 11-20 years exp.	\$55,415	N/A
Over 20 years exp.	39.5	11.5%	Avg. salary, over 20 years exp.	\$63,803	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	25	167	167	167	167	167								860
Open-enrollment charter school	0	5	20	20	20	20	20	20	20	20	9	9	9	8	200
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		30	187	187	187	187	187	20	20	20	9	9	9	8	1060

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Schedule #13—Needs Assessment

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"Our parents appreciate the Boys & Girls afterschool Clubs because they provide families with a consistent and stable environment for their kids 5 days a week." – Spring Branch ISD Administrator Julie Hodson. BGC's needs assessment process incorporated information gathered through student and parent surveys and feedback (*student and family voice*), surveys of teachers and campus leadership, Campus Improvement Plans (CIPs), School Report Cards, Texas Academic Performance Reports (*campus- and student-level data*). BGC utilizes asset mapping to identify communities which would most benefit from BGC programming; targeted schools are all located in communities that are lacking in adequate support and services for large numbers of low-income families, immigrant populations, and students of color. BGC has already committed to serving the targeted communities. BGC staff therefore brings in-depth understanding of community needs to the planning process for this grant, and BGC established processes to gather and assess needs data well before planning for this grant. One method of gathering information is the student focus group which BGC conducts on a yearly basis. In addition to formal surveys of teachers and school leadership, BGC's staff at existing Clubs gain insight on needs through daily communication with teachers. To conduct a thorough needs assessment, BGC examined most recent CIP student-level assessment data that allowed BGC to determine the academic areas of highest need at each proposed center, as well as the levels of English Language Learners (ELLs), at-risk students, student mobility, attendance, and grade retention. BGC prioritized the multiple needs of each school community based on this data and feedback from school staff, teachers, students and families. Surveys further helped BGC to gain insight into school climate and further prioritize individual center needs. All data and input was synthesized by BGC to determine commonalities among centers and the unique school-community needs of each: of high priority for parents is the 5 days-a-week afterschool program provided by BGC - particularly appreciated by working families - and all schools reported a need for greater parent involvement and parent education and support, and the need for targeted tutoring for struggling students. The chart below summarizes particular needs of targeted schools which have directed program development

School - Community Identified Needs

Buffalo Creek: (68% ECD; 82% at-risk; 89% Hispanic; 72.6% ELL; 17.7% mobility) Low scores in reading Gr. 3-5; just 63% of ELL students passed reading; students also struggle in math & science; basic skill & language acquisition needs highest; families struggle with language barriers, basic needs, low literacy; transportation & childcare are barriers to parent involvement. School is *"close to the edge of ratings"* so must focus on academics.

Edgewood: (57% ECD; 78.8% at-risk; 88.3% Hispanic; 66.1% ELL; 13.7% mobility) Low scores in math esp. Gr. 4; economically-disadvantaged students below standard in core subjects; meeting the "academic, emotional and social needs" of these students "requires intentional focus;" social-emotional learning needed to reduce behavioral referrals; major fire in nearby apartment complex in summer 2015 left many students homeless.

Housman: (84% ECD; 75.2% at-risk; 62.2% ELL; 15.4% mobility) Lowest scores reported in Gr. 3-5 reading and Gr. 4 writing; boys score significantly lower than girls on all tests; school experiencing growing bilingual needs and classes, including new bilingual Vietnamese classes; changing neighborhood means growing economic stressors.

KIPP Sunnyside: (KIPP Zenith EL, 93% ECD; Spirit MS, 90% ECD; Sunnyside HS, 83% ECD; at-risk DNA; overall, 78% African-American, 20% Hispanic) Very low scores for Zenith's Hispanic children in Gr. 3 & 4 reading & writing; students, parents, teachers all cite lack of enrichment activities and opportunities for social-emotional learning during long school day focused on academics; also need for health education for students and parents.

Spring Branch: IR (3rd year) & Priority School (94% ECD; 82.8% at-risk; 90% Hispanic; 72.2% ELL; 27.9% mobility rate) Just 52% of Gr. 3-5 passed reading, 50% passed math; 34% passed science; 45% reading on grade level; Gr. 3 lowest in reading; 38% of Gr. 4 failed writing; student language acquisition needs crucial; limited oral vocabulary in both languages; students & families are *"in survival mode"* and experience significant stress.

Treasure Forest: IR & Focus School (78.8% ECD; 89.4% at-risk; 86.5% ELL; 95.2% Hispanic; 18.1% mobility rate). Just 34%-55% of Hispanic students Gr. 3-5 passed reading; 41% passed writing; just 37% of Gr. 5 passed science; students bring limited experiences and vocabulary with them to school; reading and language acquisition are greatest need; school climate and Health Index low, social-emotional learning and health education is crucial.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Academic Assistance to Improve Student Performance in Core Subjects of Reading, Mathematics, Science and Writing as appropriate for Elementary, Middle and High School-Aged Youth (All campuses showed significant concern for reading and math skills, especially grades 3-5; significant concerns to improve writing skills in grade 4)	Trained staff will provide a series of high quality engaging, hands-on learning opportunities including literacy, math, and STEM); daily tutoring/homework help; enhancements including manipulatives and hands-on learning activities; ensure BGC program learning objectives aligned with classroom curriculum and TEKS. Sessions will match academic calendar to ensure alignment with classroom learning. Programs are regularly assessed and improved.
2.	Address Learning Needs of English Language Learners (Based on demographics for the 6 centers, 48% of the students are identified as LEP; 66% of the students are in need of ELL support through grade 5. Principals have requested additional support in this area because they feel there is not enough time in the day to address these needs.)	Daily "Talk time" with staff and volunteers so students are able to improve oral language skills; daily opportunities to practice written and reading skills; ELL best practices for sheltered instruction and training for; bilingual staff; program materials available in Spanish; reviewing TELPAS scores grades 2-5 to improve reading skills and vocabulary development; ongoing assessment for progress effectiveness.
3.	Targeted Intervention for Low-Performing Students (Schools are seeking assistance particularly for working with boys of color and ELL students, who are consistently low performing across the centers.)	Use of data to determine highest-need students; small-group tutoring in core subjects; mentoring; reading incentive programs that motivate students; volunteers from Real Men Read to motivate boys of color to develop habits of reading, enhance reading skills and build vocabulary; targeted small groups for boys to focus on reading and writing.
4.	Increased Opportunities for Students' Social-Emotional Learning to Develop Self-Regulation, Improve Behavior and Build Positive Outlook for School and the Future (For example, KIPP specifically requested assistance in providing social-emotional learning for all its students.)	Classes including SMART Programs (Skills Mastery and Resistance Training) teach decision-making skills & build emotional intelligence; mentoring by staff & other caring adults; Triple Play and Healthy Lifestyles programs assist in improved health and positive relationship skills; group activities to develop cooperation, communication, and compromise skills; cultural awareness and appreciation; BGC Leadership & Character Development programs.
5.	Increased Family Engagement, Empowerment and Supports; responding to school need for additional parental involvement; in the words of a Spring Branch administrator: "Parents want to help, just don't know how." BGC has also heard from parents that they are more confident working with BGC compared to schools, so BGC will help to improve school connectedness for families.	Family Engagement Specialist will outreach to families; program development aligned with family needs; BGC Parent University including technology training, parenting classes, referrals to community resources; Latino Family Literacy Project; BGC and school staff training on family engagement methods; family & community events; bilingual staff and materials

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Schedule #14—Management Plan

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Lisa Boone: Oversees all center activities. 20+ years' experience in Houston schools and nonprofits, BS in Elementary English & MA in Curriculum & Instruction; served as Operations Manager for BGC Shared-Space Clubs; experienced in grant administration.
2.	Site Coordinator(s)/ Club Directors	To be hired: Responsible for implementation of center programming; requires bachelor's in education or related field; M.A preferred. English-Spanish bilingual. Experience working with youth (preferably in Title 1 settings); supervisory experience; understanding of local needs.
3.	Family Engagement Spec.	To be hired: Implements family engagement & empowerment activities; requires B.A. in related field; experience with diverse families; knowledge of communities. Bilingual preferred.
4.	Academic Liaison/Teacher	Certified Instructors to provide focused academic assistance and interventions for BGCTA participants afterschool and in the summer program.
5.	Youth Development Professionals	Plans, implements, supervises & evaluates all programs & activities - education, athletics, arts & crafts, technology and games room. Develop & foster healthy relationships with all youth.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Confirm alignment of BGC's and school's curriculum	08/01/2016	10/1/2016
		2. Identify students most at-risk of school failure	08/01/2016	09/30/2016
		3. Identify students with LEP/ELL needs	08/01/2016	09/30/2016
		4. Create plans to serve most high-need students	08/19/2016	10/1/2016
		5. Students receive TEKS-aligned academic support	09/06/2016	07/14/2017
2.	Improve School Day Attendance	1. Recruit families and students for BGCTA program	09/06/2016	11/01/2016
		2. Review student interest surveys and family needs	08/01/2016	09/30/2016
		3. Schedule enrichment aligned with youth interests	09/6/2016	07/14/2017
		4. Establish and commence Parent University	08/22/2016	09/30/2016
		5. Review and adjust engagement activities	10/01/2016	07/14/2017
3.	Increase Positive Behavior	1. Commence social-emotional learning programs	09/06/2016	09/30/2016
		2. Positive youth development training for center staff	09/06/2016	07/14/2017
		3. Implement health and wellness for students	09/06/2016	07/14/2017
		4. Parent University education on youth behavior	09/30/2016	05/25/2017
		5. Family engagement events and celebrations	09/06/2016	05/25/2017
4.	Increase Grade Promotion Rates	1. Focused literacy instruction for elementary schools	09/06/2016	07/14/2017
		2. Targeted tutorials for core subject areas	09/06/2016	07/14/2017
		3. Latino Family Literacy Project	09/06/2016	07/14/2017
		4. Concentrated language skill acquisition for ELL	09/06/2016	07/14/2017
		5. Summertime learning programs aligned to TEKS	06/05/2017	07/14/2017
5.	Increase Graduation Rate	1. Establish college-going expectations	09/06/2016	07/14/2017
		2. Provide information on college and career options	09/06/2016	07/14/2017
		3. Diplomas 2 Degrees Goal-Setting Activities	09/06/2016	07/14/2017
		4. Leadership and Communication Skill Development	09/06/2016	07/14/2017
		5. Parent education around college expectations	09/30/2016	07/14/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGC is committed to being data-driven and has established processes designed to ensure highly-effective, high quality programming. It utilizes a 3-tiered approach for monitoring for quality and progress as well as continuous quality improvement. BGC has an active and engaged Board of Directors that reviews activities, provides feedback, and is highly involved in all areas and in reaching goals and objectives. Secondly, BGC Executive and Senior leadership meet weekly to discuss monthly and annual goals. At these meetings, program design and delivery are discussed and adjusted based on data and feedback on the needs of youth, families and staff. Thirdly, BGC implements a very strong theory of change and logic model that includes use of the Youth Program Quality Intervention (YPQI) for improvement. The YPQI is a comprehensive system for improving program quality, built around the research-validated Youth Program Quality Assessment (YPQA). The YPQA is an instrument used by BGC to assess the quality of programs to facilitate accountability, monitoring, and program improvement. Centers will engage in the YPQA assess-plan-improve sequence, which is designed to be a repeating, cyclical process throughout the delivery of programming. Each one of the Center's Site Coordinators will be trained on this organization process and implement it with staff. Site Coordinators will meet with school leadership at least twice monthly, but in most cases, weekly to update schools on progress; gain feedback, report challenges and adjust programming as needed. BGC currently operates several CAC's: each is presented with data on progress as they meet at least quarterly; the CAC reviews these and makes recommendations for program improvement. CACs adjust meeting schedules as needed, and also maintain contact through regular email reports to the group. BGC regularly engage kids in the assessment of their center's programs through their surveys. Changes in programming will be communicated through written reports, council and parent meetings; newsletters; and other means dependent upon the level of program change. The Project Director will oversee Site Coordinators who will be directly responsible for communication of program changes to the BGCTA's family, school and community constituents.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All targeted schools are located in low-resourced neighborhoods and BGCTA centers will provide a rich and near-singular source of resources and supports for local families and communities. Schools included in this grant have very few existing afterschool activities. By establishing BGCTA centers serving each school community, this grant would provide resources, structure, planning and sustainability elements that would otherwise be unattainable for schools given the restrictions of budgets and limits of staff time. BGC already has begun to build relationships with school staff (teachers, counselors, school leadership, etc.) at each proposed center, and will continue to build relationships through regularly scheduled meetings, and through daily interactions, that will assist in coordination of services during the grant period, maximizing the program's effectiveness and benefit for school communities. A theme of BGC's surveys of teachers and school leadership was a need for a partner to take over afterschool services – not only academic, but also enrichment, family supports, and socio-emotional learning, in order to allow school-day staff to focus efforts on students' academic skills. In the needs assessment, schools reported that academic needs of students can easily overwhelm a school's abilities to fulfill non-academic needs. BGC brings not only proven success in afterschool enrichment but also a history of working with multiple partners and funding sources to establish sustainable out-of-school-time programs. BGC will build upon community partnerships and relationships with supporters to maintain programs after this grant has ended, with data produced through BGCTA contributing to subsequent grant applications. BGC has experience in coordinating programming with partners, and through the overarching management of this BGCTA program, can direct resources efficiently – for example, encouraging a successful family support model to be replicated and customized to serve needs of families at another center instead of developing a new model from the ground up. Communities in Schools (CIS) is one invaluable source of support for students and families, and BGC has worked with CIS for many years, so BGC is aware of the value of CIS's expertise in providing wraparound services and will not duplicate CIS's efforts, but will coordinate with CIS staff to ensure students and families receive the range of supports they need.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Surveys and Focus Groups - students, school staff, parents – satisfaction/attitudes/improvements	1.	Student & family satisfaction with afterschool programs
		2.	Program improvements made that are led by youth voice and feedback
		3.	School teachers and staff report satisfaction with afterschool programs
2.	Pre- and Post-Program Tests on targeted areas: academics & social-emotional learning	1.	Improved confidence in self and ability to succeed in academic areas
		2.	Improved student knowledge of positive behavior and refusal skills
		3.	Improved student knowledge of healthy habits
3.	National Youth Outcome Indicators - aligned with National BGC to understand youth perspective	1.	Positive experience and feeling of safety in ACE/Club
		2.	Expectation of high school completion & college attendance
		3.	Reduction of participating in risky behaviors
4.	Youth Program Quality Assessment tool to assess the quality of the program - ongoing	1.	Effective and high quality programming with diverse program offerings
		2.	Attendance of 150-200 kids for at least 45 days
		3.	Ongoing program improvement and changes
5.	Data analysis comparison of students in BGCTA to their counterparts	1.	Student STAAR scores with improvement over time
		2.	Student grades with improvement
		3.	Increased positive behavior indicated through conduct scores

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGC is outcome and data driven and is recognized as a best-practice model in Greater Houston. Data is utilized to improve program quality to help ensure BGC reaches its goals for positive youth outcomes. BGC has a mixed model approach for data and assessment including engaging a 3rd party evaluator from The Working Partner, local and national tools, and a mix of quantitative and qualitative strategies. Each program has a prescribed set of indicators and objectives that are tracked throughout the program cycle to determine progress toward outcomes. BGC collects data through the web-based system COMET® specially-designed to meet the needs of Boys & Girls Clubs. Each participant at BGC sites is assigned a unique identification number and uses that number to sign into each area prior to participating in program activities. Staff tracks center activities and youth progress in real-time, including member information, program participation, attendance data, surveys and assessments. This provides staff with data needed to closely follow student progress, identify trends in student activity, and refine programmatic strategies and content in response to data. The system provides both student-level and aggregate data reports. BGC also has the capability to integrate data from clubs, schools, and at-home, collecting parent input while giving parents access to their child's data. As mentioned above, BGC uses the Youth Program Quality Intervention (YPQI) for continuous quality improvement in an assess/plan/improve cycle. Throughout BGC, staff are trained to utilize YPQI to ensure continuous improvement of program quality. YPQI is an integral part of the organization's infrastructure because of its demonstrated usefulness in refining and strengthening programming. Annually, BGC surveys its youth for the National Youth Outcome Initiative (NYOI), a study that gathers the majority of outcomes information on members to reflect the overall effect of BGC activities. BGC collected data on the effect of its programming for a Return-on-Investment study. Programming is regularly assessed by BGC senior leadership in weekly meetings to examine monthly and annual goals, use data and feedback such as surveys to assess programming activities, and identify opportunities to improve programs for maximum effectiveness. To communicate findings of the proposed programs, BGC will place notices in campus newsletters, on campus websites, in the BGC newsletter and outcome reports, and on BGC's website and Facebook page. In addition, center staff will have the following venues to report findings: Back to School and Open House Nights; Parent Coffees; school staff meetings; and other events for parents and families. CACs established through this grant will also review outcome reports and metrics, and advise BGC on program improvement and on methods of communicating findings to the larger community.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BGCTA program will provide academic assistance through intentional, thematic, integrated, engaging and hands-on activities specifically focused on areas of need and aligned with TEKS. These will include the BGC program models of FIRE Up! (Fun In Reading Everyday) literacy education incorporating one-on-one and small group reading with certified teachers and other activities emphasizing the essential factors of phonemic awareness, phonic skills, reading fluency, vocabulary and text comprehension along with individualized instruction and a parent and teacher component to ensure that the literacy skills gained at the center are reinforced in the home environment and are aligned with school curriculum. Small-group tutoring will meet the needs of students struggling in core subjects and will aid ELL in learning language fluency that will assist them in all subjects. BGCTA will make sure that students experience summer learning opportunities that can keep them from falling behind before the next school year begins (because during summer, most youth lose about two months' worth of math skills and low-income youth also lose more than two months' worth of reading skills). Project-based and experiential learning is the guiding instructional approach for summer curriculum. The approach establishes students as the drivers, and they are highly engaged in both learning and fun. Summer programs include those focused on math and literacy, and include experiential learning opportunities, mentor relationships, and high-yield learning activities that reinforce core math concepts. Daily enrichment activities will include programs in social-emotional learning and character building (BGC SMART Moves programs), healthy lifestyles (Triple Play, dance, martial arts, sports leagues, recreational games). Family Engagement activities providing Family and Parent Support will include Parent University including the Latino Family Literacy Project, the CAC, cultural events and celebrations, resource directory and referrals. Career and College Readiness is promoted through: Diplomas 2 Degrees (d2D - graduation support, goal-setting and college prep) for high school students; leadership and service programs for middle and high school; career education; mentoring; college awareness specifically designed for elementary, middle and high school students and families at these different stages of their child's education; computer literacy; and STEM learning activities. Because all centers are located on-campus, students will utilize school bus transportation to return home, parent pick-up, or for those who walk, BGC will institute its safe passages program where walkers leave before dark in groups with staff supervision.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGC center staff will work in conjunction with campus staff to disseminate information about the community learning center, including location and hours, to parents and stakeholders by hosting parent registration events, notices in campus newsletters, phone message call out systems, email blasts, postings on the District website, Texas ACE Program newsletters, monthly District and campus calendars, articles in local neighborhood newspapers, and postings on the electronic marquee at each campus site. Site Coordinators will also disseminate information through community outreach efforts: these include visiting schools, social service offices, churches, and other partnering entities located near the center; and hosting family/community information events. Site coordinators will also participate in new parent meetings and new student tours to provide information as well. School Principals, Site Coordinators and BGCTA staff will disseminate information during PTA meetings, Back to School Nights, Open House Nights, Curriculum Nights, Parent Coffees, and during school assemblies. The Family Engagement Specialist and other bilingual staff will assist in translating all information into Spanish and/or other languages in order to ensure that information about the centers is understood and accessible to all. Information to be disseminated to the school community will include, but not be limited to, course offerings, explanation of center policies and procedures, safety procedures, family educational activities, BGC's Parent University schedule and offerings, parent and volunteer involvement opportunities, and other program requirements.

BGC is a recognizable brand in the Houston area. This helps us to reach the community through our website and social media, fulfilling our marketing and communication needs. In addition, BGC's greatest asset for communication and information dissemination is the youth we serve and our alumni.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BGCTA plan to improve student and campus achievement is based upon alignment of afterschool programming with the in-school instructional model and classroom curricula, to ensure a seamless linkage between the instructional day, and the instructional support and socio-emotional development activities provided during out-of-school-time. BGC center programs are designed to support and enhance school-day instruction. BGC will utilize curricula that is aligned with TEKS and therefore reinforces school-day learning objectives, strengthening the knowledge and the skills children need to perform better academically and on state standardized tests. In fact, the overarching BGC strategy Project Learn was specifically designed in response to research finding that the way children use their time – both in and out of school – is an important predictor of their academic performance: low-achieving students spend most of their non-school hours involved in activities that have little benefit to them in the classroom. High-achieving students, on the other hand, participate in more activities that reinforce the skills and knowledge they are learning in school. BGC helps young people to become high-achieving students by incorporating academically beneficial activities – known as high-yield learning activities – throughout the Club's daily program schedule. BGC approaches academic improvement through providing need-based services: all BGCTA participants receive homework help, reinforcing new skills learned that day at school and ensuring they are prepared for the next day's lessons at school. In addition, after school site coordinators and teachers have shared access to student scores, assignments, attendance, and progress. Along with discussions with school-day teachers, this allows BGC to identify students who are at risk of failing subjects so they can be engaged in tutoring sessions that are directed at their areas of greatest academic need. Pre and post tests enable BGC to determine how well a student is learning and to adjust instruction to ensure improvement in academic skills. Overall improvement in core subject area skills and knowledge will assist students in achieving and exceeding standard on STAAR tests, contributing to an increase in overall campus academic achievement. At all centers, BGC provides culturally and linguistically appropriate, caring adults who help support student success.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Federal, state and local programs to be coordinated with the proposed program include Federal Title I funds available for each school to undertake programming designed to improve academic achievement. Each targeted campus designates these funds and in most cases they support afterschool programs and/or support services, such as a CIS case worker, that will be coordinated with those offered by BGC to prevent duplication of efforts and maximize program effectiveness. The Federal Office of Justice Programs provides funds for small-group mentoring at Buffalo Creek Elementary School. Programs listed above target specific high-risk populations and will be utilized to supplement the daily BGC program offerings for youth and thereby help make effective use of public resources which have shared goals. BGC staff help ensure that parents/caregivers are connected to the adult education programs available in their communities, such as at Harris County Adult Education, local libraries, and more, which provide ESL and GED classes. Families will also be referred to sources of workforce training and basic needs assistance. Centers will provide meals for students through partnerships with Houston Food Bank. BGC will continue to seek and develop additional sources of support for families within the communities to be served.

All targeted centers implement Coordinated Approach to School Health (CATCH) programming which includes afterschool health and fitness-related events for families; BGC staff will support these events and encourage attendance; CSH programs and funds help support the BGC goals of helping students achieve Healthy Lifestyles, including healthy weight and daily physical activity. Finally, the proposed centers represent a coordinated effort between BGC and school districts included in this grant. BGC operates two Club buildings within a 5 mile radius of centers that are not accessible for students at targeted campuses. BGC is able to operate its out-of-school-time programming more cost-effectively by operating within school buildings, so that operational and other facility-related costs are lower, allowing BGC to reduce the per-child cost of its programming and ultimately allow BGC to serve, and benefit, more children.

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Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities: In order to establish an objective set of measures for the academic enrichment activities to be provided through this grant, BGC reviewed sources of data including School Report Cards and Texas Academic Performance Reports. These allowed BGC to evaluate student performance in each subject area and to set specific campus goals for improved academic performance. BGC was also utilized this data to establish a set of measures which will allow BGC to measure the success of the activities designed to improve academic achievement.

Evidence-based research that supports the design of the program or activity: BGC includes multiple evidence-based programs in design of programming for the proposed centers. BGC's over-arching, comprehensive strategy is Project Learn. Based on research showing that students do much better academically when they spend their non-school hours engaged in fun, educational activities. Project Learn is designed to reinforce and enhance the skills and knowledge students learned at school during the hours they spend at the Club via implementation of high-yield learning activities throughout the Club, in all programs, throughout the Club day. Formally evaluated by Columbia University (Schinke, S. P., Cole, K. C., & Poulin, S. R. (2000). Enhancing the educational achievement of at-risk youth. *Prevention Science*, 1(1), 51–60). Project Learn has been proven to boost the academic performance of Club members. The strategy consists of five components:

- Homework assistance and tutoring enables members to develop the daily habit of completing homework in a safe, quiet, allocated space with staff and volunteer encouragement for five to six hours weekly.
- High-yield learning activities (HYLAs) help members apply what they learn in the classroom and encourage them to make productive choices about how leisure time is spent at the Club and at home.
- Parental involvement empowers significant adults to support members' academic development by informing them of the child's progress and providing programs and information so they can assist their child at home.
- School collaboration allows Clubs and teachers to develop individualized plans for members to build competencies in challenging subjects.
- Incentives reward Club members for positive academic participation and encourage parental involvement in activities such as leisure reading, writing activities, homework help and study, discussions with knowledgeable adults, helping others and games that sharpen cognitive skills.

Moreover, a meta-analysis of more than 20 studies of the nationally-recognized and standardized BGC programming confirmed several outcomes for at-risk youth involved in BGC programs and the program's intended benefit, including: 1) reduction in delinquent behaviors; 2) increased academic achievement; 3) increased access to and safe use of technology; 4) increased career goals and improved attitudes toward school; and 5) increases in positive relationships and safe places to belong, participate and contribute. (Arbreton, A. J. A., Sheldon, J., & Herrera, C. (2005). *Beyond safe havens: A synthesis of research on the Boys & Girls Clubs*. Philadelphia, PA: Public/Private Ventures.)

Plan to collect local data for continuous assessment and local program evaluation:

BGC will conduct ongoing/continuous student assessment to determine areas of need and improve all services included in its Texas ACE program. BGC will utilize the COMET® web-based system to collect local data; this system gathers the data types required by Texas ACE and by tracking, recording and integrating data, allows center-level staff to easily assess program success, identify areas of need, and adjust programs to help ensure positive growth in student achievement and other program goals. Working with schools, BGC will be able to capture grades, STAAR scores, school attendance, grade promotion and retention, behavioral data and graduation rates. Youth development professionals collect data from students; the Family Engagement Specialist will assist in collecting parent data; the Site Coordinator will ensure data collection by staff; and the Project Director will utilize data to provide the assessments that allow the Project Director and BGC Senior staff make informed decisions on program success and needed adjustments to programming content, schedules, goals, and more. BGC works closely with a 3rd party evaluator to better understand our impact.

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

BGC has broad community support which aides in developing partnerships, and has experience in successful partnerships with schools, LEA's and multiple other community-based organizations that have resulted in high quality afterschool enrichment programming, and will bring knowledge of best practices to the current program. Because of the proven success of the BGC model, the organization is frequently approached by entities requesting a Club for their community. Currently, BGC has relationships with 15 public and public charter schools. Most recently, BGC piloted school-based Clubs at the Buffalo Creek and Housman campuses which are included in this grant. BGC has also developed a partnership with KIPP and the two organizational program models complement each other to deliver powerful benefits to students. With its unique educational model, KIPP is strategically placed in low-income communities to develop in under-served students the academic skill, intellectual habits and qualities of character necessary to succeed at all levels. KIPP has sought a partnership with BGC specifically for social-emotional learning, including character development and targeted programs that focus on separate girl and boy initiatives/programs.

Within each of the targeted communities, BGC also operates a 'Free-Standing' Club in a dedicated Club building. Though located at a distance of 2-5 miles from proposed centers, these Free-Standing Clubs have provided the means for BGC to have already established connections with many schools, including the ones included in this grant. Already, BGC and schools are partnering by sharing data, aiding the community's high-need families, and hosting activities and assemblies at each other's facilities. BGC staff participates in supporting targeted school campuses through such means as volunteering during the school day when additional help is needed such as during with testing, and assisting at a variety of events. Moreover, these Free-Standing Clubs provide a safe alternative place for kids to go when their school center is not open, during school holidays or summertime. Clubs closest to BGCTA centers are the Spring Branch Club, and the Morefield Club in Sunnyside. Neither Club replicates services at BGCTA centers, chosen because of distance from the Free-Standing Club and population density, along with high student and family poverty.

Utilizing data and knowledge gathered through the Spring Branch ISD pilot program, and development of a program model specifically suited for KIPP's needs, as well as years of experience serving youth, the following elements have been identified as critical to the project's success and are or will be incorporated into the design and implementation of programming at the proposed centers.

- For each center location, creation of a Site Agreement to make clear the expectations for the partnership and to ensure school leadership fully comprehend and is committed to the required elements of a successful partnership. **Attached to this grant are copies of the Letters of Agreement between BGC and LEA's included in this Texas ACE program.**
- Financial commitment to the center's success by each school and District, as represented by contributions of operational and other costs. Each school will provide a designated space for the on-site ACE center, and as full partners will contribute financially to the center's operations via funding for: buses; computers and internet; furniture; janitorial; landscaping; liaison staff; maintenance and repairs; phones and communications; security; and utilities.
- BGC will provide a full-time Site Coordinator who will function as an integral part of the school's staff, trained youth development professionals, and the Boys & Girls Club's well-tested and proven-successful programming model.
- Establishing and sustaining powerful partnerships between campus staff and BGC staff and representatives of other youth-serving organizations partnering with BGC to serve the targeted campus, in order to facilitate on-site collaboration, student data sharing, and other elements that enhance the effectiveness of services.

"...[BGC's] effective programs ... help at-risk youth in our area perform better in school, be promoted and graduate on-time, and become healthier and happier members of the community."—S.Muri, Ph.D., SBISD Superintendent.

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Concurrent with the needs assessment process, BGC gathered information on resources already existing in the school and community. Several resources are common to the centers in this grant: these include Communities in Schools, and meal programs in partnership with Houston Food Bank. An enormous asset to this program is the BGCA's research-based and well-tested program models, and rich training resources for these models. BGCA also adds value for students through scholarships, recognition programs and other resources. As a well-known and respected youth development organization, BGC benefits from many community partners who provide volunteers, program enrichments, workshops, donations or demonstrations. *All Clubs* benefit from corporate volunteers and in-kind donations, presentations from Fire Departments, local Precincts and Police Departments, and demonstrations or programs such as Nutty Scientists and Lemonade Day and these enrichment activities will be perpetuated in this grant. Community partners included the following:

Buffalo Creek, Edgewood, Housman, Spring Branch & Treasure Forest ES in Spring Branch ISD: Boy Scouts of America; City ArtWorks (art classes); Junior Achievement (work-readiness, financial literacy); Spring Branch Family Development Center (adult education); Spring Spirit Sports & Education (physical & character education).

KIPP Sunnyside Campus: Big Brothers Big Sisters (one-on-one mentoring); Gulf Coast Community Services Association (GCCSA) (adult education, basic needs and employment assistance); Ignite (leadership for high school girls), Volunteer Houston.

These core needs were common among the centers: academic assistance in core subjects and for struggling students; academic supports for ELLs; and increased family connections and supports. All families appreciate the daily afterschool programs offered by BGC which allow parents to maintain work schedules and keep kids safe. As shown below, activities are chosen to meet site-specific needs and the interests of students and are aimed at strengthening student developmental assets by providing positive experiences and encouraging the growth of healthy personal characteristics.

Buffalo Creek: Focus on reading intervention for Gr. 3-5; STEM subjects covered in special projects, summer learning camps; ELL have reading assistance, instructions and experiences including "talk time" to become proficient English speakers; families engaged and empowered through Parent University, outreach by Family Engagement Specialist (FES); connection to basic needs providers and adult literacy; overall, provide academic support and enrichment services so that school can work to ensure students are meeting standards.

Edgewood: Direct resources to address math learning needs; economically-disadvantaged students benefit from experiences and resources they can find at BGCTA to enrich intellectual development as well as strengthen core subject competencies; focus on social-emotional learning to improve self-regulation and help students cope with stressful life circumstances; ensure students and families have social, economic and basic needs supports.

Housman: Focus on reading intervention for Gr. 3-5 & Gr. 4 writing; attention to gender gap in academic skills; ELL assistance for both Spanish & Vietnamese speakers; promote & embrace cultural diversity as a strength within the school community; ensure families are connected to basic needs providers & other economic assistance.

KIPP Sunnyside: Assistance for Hispanic children in Gr. 3 & 4 reading & writing; provision of enrichment activities to balance the academic focus of the school day, that are responsive to student interests (dance and sports) & needs expressed by teachers & parents (health education, social-emotional learning to improve behavior & prevent risky behaviors); healthy lifestyles education for parents to improve personal and family physical well-being; programs in separate spaces which target the needs of elementary, middle and high school students.

Spring Branch: Intensive academic assistance in all core subjects to help students and school meet standard; increase student engagement and interest in all academic areas; promote mentoring, adult volunteers to provide students with language acquisition opportunities; connect families to basic needs and other assistance to help reduce stress; ensure parents are welcome and encouraged to engage with center staff.

Treasure Forest: Focus on Gr. 3-5 Hispanic students' skills in reading and writing; special assistance for Gr. 5 in science; provide rich, varied opportunities for students to develop interests and language skills; strengthen positive and safe learning environment for all students; emphasize social-emotional learning and healthy lifestyles instruction.

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGC is an expert in youth development and out-of-school-time services for youth. BGC has proven success in improving outcomes for our members: 83% are on track for high school graduation; 89% percent of our middle school youth received better grades and 67% have better homework completion. With regular attendance, BGC youth also show increased levels of school effort, academic confidence, integrity, and future connectedness and are less likely to engage in risky behaviors such as aggression, carrying a weapon, and use of alcohol, tobacco and illegal drugs. A recent University of Houston case study with the goal of identifying and describing best practice strategies and program practices cited BGC as one of six exemplary Houston-area out-of-school-time practitioners. (Horn, Catherine, and Conston, Toya (2015). *Best Practices in Out-Of-School Programming in Harris County: A Case Study of Enrich Partner Site Summer and After-School Programming*. (University of Houston College of Education, Institute for Educational Policy Research and Evaluation.)) A recent survey of Boys & Girls Clubs alumni (Living Proof: The Harris Survey of Boys & Girls Clubs Alumni) found that 60% of Alumni said the Club was the only place to go in their neighborhood after school and 90% said the Club was one of the best things available to them in their community; 57% of Boys & Girls Club alumni said the Club "saved my life." BGC has decades of experience in managing youth development programs and in successfully fulfilling grant requirements. BGC programs are based on models developed and field-tested by the Boys & Girls of America and implemented with fidelity. These include research-based and proven-effective programs such as SMART Moves, based on rigorously tested curricula and the latest approaches for effective prevention, with demonstrated success in improving the social and emotional well-being of members, helping them to avoid behavior problems and make good choices. YPQA is also research-based. BGC has undertaken several major research projects in recent years to generate useful data and guidance for programs and site locations: as mentioned in the Executive Summary, these include a Bain & Company study in preparation for the BGC Strategic Plan; and the economic impact study which determined because BGC programs increased graduation rates, earning power and job security for working parents, along with other positive youth development factors, such as averting juvenile arrests, avoiding teen pregnancy, and reducing underage drinking, BGC brings positive economic value to the communities it serves.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nearly 500 annual volunteers are vital for the success of our programs: our diverse volunteers supplement staff, helping increase 1:1 time with caring adults; serve as role models; assist in tutoring, homework assistance, mentoring, language practice, field trip chaperoning, and more; and can have a tremendously positive impact on Club members. BGC especially appreciates senior volunteers as they offer young people a unique life perspective in addition to particular skills, often in the areas of read-alouds and other literacy-promoting activities. Volunteers help our Club members understand that they are valued and deserving of caring adult support. In the words of senior volunteer Carol F.: "I saw an opportunity to inspire, encourage and motivate youth through innovative, position and sustainable change. As a volunteer for 29 years, I have...been blessed to assist youth in their educational quests and journeys in life...many have received college degrees and gone on to pursue professional careers." In terms of attracting volunteers, BGC benefits from its status as a well-known afterschool provider. BGC publicizes volunteer opportunities on its website and social media sites. BGC regularly benefits from volunteers from our many corporate supporters. As we seek new strategic alliances, program and event sponsors, we make sure companies know about volunteer opportunities, and seek those businesses with a commitment to assist local youth, and who can help raise awareness as well as funds. Centers can post opportunities in local senior centers and community centers to give local seniors the opportunity to volunteer. Those seeking to become a BGC volunteer must complete a Volunteer Application providing: employer information; character references; physical limitations; volunteering experience; languages; special skills and interests; mode of transportation; preferred times and the time commitment that can be made by volunteer. A criminal background check and fingerprinting is required; they are then required to attend volunteer orientation and training before they begin interacting with youth.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND an or must be attached to this application.**

BGC is committed to maintaining the centers established through this grant; it targeted these school communities because of high need and is committed to being a stable and long-term resource for them. We understand that to do so, we must secure the long-term funding necessary to ensure the sustainability of our Texas ACE centers. BGC has successfully operated Clubs without TEA support and so has a history of sustainability and successful resource development in response to Club site budget needs and organizational growth. BGC is consistently recognized for its efficient use of financial resources. A dynamic, growing, and financially-healthy non-profit, BGC currently funds most of its current \$5.7M budget through a diverse funding base of government, corporate and foundation giving, and strong community support. It is a Better Business Bureau Accredited Charity and has earned a Charity Navigator 4-star rating. The organization has an operating reserve of nearly \$1 million and the BGC Foundation Endowment is currently valued at \$4.5 million. BGC is governed by a non-paid, policy-making Board of Directors whose members are engaged and committed to the kids that we serve: 100% of the Board contributes financially to the organization, and 100% give generously of their time, expertise and dedication to BGCGH's goals for the community's youth.

Currently, BGC is undertaking a combined campaign to generate not only capital funding but also to generate the additional operating costs that will accompany the opening of new program sites. As part of its preparation for this campaign, BGC has strengthened its Board, especially in relation to fundraising leadership, and has increased the capacity of its development department staff to support projected budget growth needs. Proposed Centers are aligned with BGC's current focus on a cost-effective "Shared Space Club" model where Clubs are established within existing facilities and operate with lower overhead than our "Free-Standing Clubs." BGC also is committed to supporting efforts to promote policies and legislation that will ultimately result in additional state funding for out-of-school time. Zena Campbell, VP of Program Services and Operations is involved in active in the region's out-of-school-time activities; for example, she currently serves on the South East Texas Afterschool Association. We are also committed to leveraging our partnerships with local school districts to access funding. Our ability to fundraise will be strengthened as BGC centers develop stronger ties to local communities and demonstrate the value they bring to communities: this will strengthen our case for continued funding with schools and district leadership, and with potential funders that include government bodies, local businesses, foundations and individuals.

BGC began the process of developing a sustainability plan for the organization 3 years ago, as it prepared a Strategic Plan for the organization, so has built a strong foundation for sustaining the centers in this grant. Both SBISD and KIPP have committed to sustaining the BGCTA centers after this grant ends, as indicated in the attached letters of support. In addition, sustainability will be on the agenda for each meeting of the Community Advisory Committee (CAC): members bring both knowledge of local needs but also knowledge about potential funding sources. In addition, a subcommittee will be created dedicated to sustainability. This subcommittee will develop a draft sustainability plan for review and input from the entire CAC by the end of year 1 of this grant. The subcommittee also will work with the BGC's Central Office Development Team, who will then implement prospect development and fundraising plans. The Development Team will also assist the CAC with a timetable for the sustainability plan, which is projected to be: end of Year 1, Draft Plan Completed; during Year 2, Draft is refined and by end of Year 2, specific goals are set for resource development, community partnerships and other sources of sustainability; by the end of Year 3, the sustainability Plan will be ready to commence.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGC understands the importance of community involvement for the proposed centers. BGC has a Board of Directors comprised of 46 community stakeholders, including business, education, government and civic leaders from throughout Greater Houston. Members are drawn from across our service area, encompassing Spring Branch and the Sunnyside neighborhood. BGC gained valuable experience in creating Community Advisory Councils (CACs) through those developed for Fort Bend and for the BGC Club in Galveston. Drawing upon this experience and the commitment and engagement of BGC Board members from targeted communities, BGC plans to create an CAC for our Spring Branch ISD campuses and for the KIPP Sunnyside campus utilizing the following guidelines:

Community Advisory Council Structure

- CAC will consist of 15 members
- A BGC board member will serve as council chair - will be a resident or have a vested interest in the community
- CAC complies with BGC Board Governance requirements
- CAC serves as support and provides input to CAC Chair as liaison to BGC Board
- CAC membership is not a term position although it is reviewed on an ongoing basis and members are appointed or removed by Council Chair after approved recommendation to BGC Board.

Accountability and Assessment Measures

- CAC will meet at least four times a year.
- CAC members will attend at least one event annually at one or more of the BGCTA campuses.
- CAC aspires to generate resources that lead to needed fundraising to support sustained center operations
- CAC will develop a special event to raise funds and awareness in support of BGCTA program.

Active Participation in meetings

- CAC members are expected to attend to 4 scheduled council meetings per year.
- CAC members will: build knowledge and commitment for the BGC mission in their community; enable the BGCTA program to benefit from their leadership and experience; and enable relationships to be developed among members and the community which strengthens plans for sustainability.

Recruitment and engagement of members of the BGC CACs will be facilitated by the fact that BGC already has a participatory network in the targeted communities which provide likely members for the CAC: in Spring Branch, these include Spring Branch Family Development Center; Spring Branch ISD; Chapelwood Church; Spring Spirit Sports & Education. For the KIPP center: Gulf Coast Community Services Association; Houston Community College South Campus; Southeast Community Church and other churches. In addition to a diverse body of school parents, local citizens, local businesses, government entities and/or representatives, BGC plans to include older youth on each CAC who have experience with targeted schools and/or Boys & Girls Clubs. In this way, youth voice will be a strong component of the CAC's work. CAC will review program data and feedback from students, parents and school staff at quarterly meetings in order to make recommendations for changes and improvement. With a deep knowledge of community strengths and needs, each CAC will make recommendations to the BGC Board of Directors for programming that will most benefit local youth. BGC has found it helpful to have a member of the BGC Board serve on each CAC, because Board members bring organizational knowledge and are generally active and contributing members of their communities. This Board member will also be a direct link between Board and CAC. CACs will set annual goals, including the creation of a sustainability plan for BGCTA centers. Member goals will be to establish and expand connections with other community stakeholders in order to engage community members along with businesses, foundations, and other community investors. Project Director and Site Coordinators will be engaged in the CAC, and Zenae Campbell, VP of Program Services & Operations, will direct CAC activities. She is highly committed to community engagement and empowerment. Her background includes rich experience in development of community partnerships in the Sacramento (CA) schools, California/Nevada Community Action Partnership and Anti-Defamation League.

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County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The management plan for this grant is based upon the many years of experience that BGC has in fulfilling the requirements of large grant-funded projects, in adhering to all guidelines and meeting all reporting deadlines. The BGC organization has the infrastructure in place to meet the operational and fiscal needs of managing this Texas ACE program. The BGC Leadership Team has over 75 years of combined management experience. The BGC's capacity to manage complex projects has been further strengthened in recent years by the creation of new roles within the organization, including Controller, Volunteer Manager, Events and Marketing Manager, and Human Resources Manager. The Manager of Programs & Quality assists in tracking and analyzing data from all Clubs and centers. Programming review and assessment takes place in weekly meetings of BGC Senior leadership, providing one of several venues whereby programs can be adjusted to gain greater success in reaching grant goals.

At the project level, the Project Director will oversee all BGCTA centers and is responsible for monitoring activities and ensuring adherence to grant requirements. The Project Director is also responsible for developing community partnerships to benefit students and families. The Project Director oversees, monitors and supports the work of the Site Coordinators at each center and will meet with Site Coordinators bi-weekly at centers to review programming operations, project goals, and to assist Site Coordinator in resolving any operational challenges in the program. Site Coordinators are responsible for implementation of BGCTA activities and oversee the trained Youth Development Professionals who work directly with students at each center. Site Coordinators oversee partners and volunteers working in the centers, and work closely with school-day staff, attending trainings and school meetings to ensure seamless integration of afterschool activities with the school's academic objectives.

BGC places a high priority on staff training, and professional development for BGCTA center staff is ongoing. On-site training in program models, positive youth development and safety may be provided on days when school teachers are in district training. All staff are required to complete courses on the BGCA intranet and online Leadership University. These include: development of core competencies and skills essential to success in a BGC organization; understanding of how Clubs impact youth and communities; utilization of available resources and tools to strengthen services to members; and application of the Boys & Girls Clubs Way standard business practices to assure public trust. Distance learning courses at the YDP level are: CORE: An Orientation to the Boys & Girls Club Movement; Orientation to the Outcome Driven Club Experience; Developmental Characteristics of Youth; Providing Informal Guidance & Discipline Techniques; and Child Safety. Staff at each site also are provided with training on implementation of specific BGC program models and strategies, including Project Learn, SMART Moves programs, health education and youth leadership skills and YPQA. The Program Director's center visits provide an opportunity for on-site demonstrations that provide guidance on program delivery.

This BGCTA program includes the Latino Family Literacy Project activities. This research-based program provides activities and training through which staff, teachers and other school staff learn best practices for building literacy levels. In addition, as part of Parent U, these individuals are trained in family engagement strategies. BGC VP of Program Services & Operations Zenae Campbell brings invaluable experience in these strategies; she will lead the planning and ongoing evaluation training for staff in best practices for parent engagement and empowerment. Lisa Boone, a native Houstonian, will serve as Project Manager. She began her career in the field of education over 20 years ago, has completed Masters Studies in the area of Curriculum and Instruction; has a Bachelor of Science Degree in Elementary-English (1-8), and holds a valid Texas Educator Teaching Certificate, Elementary English Grades 1-8. She has experience in multi-site management, and staff management and supervision; and training. Beginning as an elementary classroom teacher with Houston ISD, she has held positions at Neighborhood Centers, Inc.- Head Start; Harris County Dept of Education – Head Start; and Houston ISD Charter School Department. Her experience includes curriculum writing and alignment; grant writing and compliance reporting, as well as childcare licensing.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Buffalo Creek

9 digit campus ID#	101920126	Distance to Fiscal Agent (Miles)	14.2
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Grade Levels to be served (PK-12)	K-5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	200

Number of Adults (parent/ legal guardians only) to be served:	30
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Edgewood

9 digit campus ID#	101920103	Distance to Fiscal Agent (Miles)	13.5
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Grade Levels to be served (PK-12)	K-5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150

Number of Adults (parent/ legal guardians only) to be served:	20
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: 76-0270942		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: Housman		
9 digit campus ID#	101920106	Distance to Fiscal Agent (Miles)	9.7
Grade Levels to be served (PK-12)	K-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		180	
Number of Adults (parent/ legal guardians only) to be served:		25	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: KIPP Sunnyside Campus		
9 digit campus ID#	101813114	Distance to Fiscal Agent (Miles)	11.6
Grade Levels to be served (PK-12)	K-12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		200	
Number of Adults (parent/ legal guardians only) to be served:		30	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5 Center Name: Spring Branch Elementary

9 digit campus ID#

101920114

Distance to Fiscal Agent (Miles)

12.7

Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

150

Number of Adults (parent/ legal guardians only) to be served:

20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6 Center Name: Treasure Forest

9 digit campus ID#

101920125

Distance to Fiscal Agent (Miles)

11.6

Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

180

Number of Adults (parent/ legal guardians only) to be served:

25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code 29.081 by:

- Utilizing data from the school's comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1);
- Planning and implementing robust programming that provides opportunities for all students to meet the State's proficient and advanced levels of student academic achievement. Effective methods and instructional strategies based on scientific based research will be used to strengthen the core academic program, and to increase the amount of high quality learning time through extended day enrichment opportunities.
- Addressing the needs of all students, particularly the needs of low-achieving students and those at-risk of not meeting student academic achievement standards, by incorporating the use of mentors, college and career awareness and preparation, and the integration of vocational and technical learning activities;
- Providing effective, timely additional assistance and measures to ensure that students experiencing difficulty mastering the proficient or advanced levels of academic standards are identified in a timely manner;
- Providing high-quality and ongoing professional development for staff, volunteers and parents to help enable all students to meet the State's student academic achievement standards;
- Increasing parent involvement opportunities such as family literacy services, parenting classes, and workforce readiness;
- Coordinating of services and programs, such as prevention programs, nutrition programs, adult education, vocational and technical education and job training, to further ensure that activities are balanced across the four ACE components.

How the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program:

- The main criteria used to identify and recruit students who are most in need of academic assistance will be based on STAAR test scores, Norm Referenced Tests (NRT), Developmental Reading Assessments (DRA) levels, Benchmark tests, as well as students identified as at-risk for attendance and behavioral reasons;
- Site coordinators will meet with teachers and administrators who will recommend students for the program and will help design interventions to target specific students based on their needs. Once students are identified, site coordinators will invite applicants through grade level assemblies and/or by speaking to students in their classrooms. Site coordinators along with school administrators will hold an informational open house for the parents/families of targeted students to encourage participations in the program. SBISD students and families will commit to attend regularly with clearly outlined guidelines of attendance and behavioral expectations. KIPP's students, parents, and faculty make and uphold a pledge to the school and each other to put in the time and effort required to achieve success, and they voluntarily commit to its expectations.
- In order to retain students, all centers will offer engaging, hands-on enrichment activities alongside academic enrichment activities to capture student's interests. Students will be expected to attend regularly. Campuses will use strategies for retention such as public recognition at assemblies, display of student work, opportunities for participating in a learning demonstration such as a showcase and by working with parents to encourage daily attendance.

After all slots are filled with students who are in the greatest need of academic assistance, we will continue to recruit students based on academic need. We will recruit those needing additional support who may be just above the passing rate of STAAR. Because the ultimate passing standard for STAAR is being phased in, next year's cut scores will bump to phase 2 in the spring. This means that the student who passes this year with minimum scores will be at risk of failing next spring. Therefore, identifying and assisting students who passed with minimum scores will create our next target group.

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Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will operate for a total of 31 weeks during the regular school year and 6 weeks during the summer for a total of 37 weeks of services. School-year programming will operate Monday – Friday, 3 hours per day. Program schedules are aligned with school bell schedules for current year; BGC plans to provide services structured as follows during the regular school year (for centers at Spring Branch and Treasure Forest, times move forward one hour to begin at 3:30; at KIPP, they begin at 4pm, but all follow this same schedule of activities):

Mon-Fri	2:30-3:15pm	Sign-in, meal service, Homework Assistance and/or Reading/Literacy Activities
Mon-Thurs	3:15-4:15pm	Academic, College & Workforce Readiness Activities (curriculum based reading, math, social studies, science and technology activities and targeted tutorials)
Mon-Thurs	4:15-5:15pm	Enrichment Activities (Creative Arts, Healthy Living, Tech Lab, Boy Scouts, SMART Moves Programs including SMART Girls, Passport to Manhood, Keystone/Torch Clubs
Friday	3:15-5:15pm	Project-based activities based on weekly learning objectives (hands-on, collaborative, outcome-driven)
Mon-Fri	5:15-5:30pm	Sign-out and dismissal to home via school buses, parent pick-up or walking

The summer BGCTA program is projected to be: Monday – Thursday, 4 hours per day equaling 16 hours per week, from 9am to 1pm, scheduled as follows:

9am-9:30am	Breakfast and sign-in
9:30-10:30am	Enrichment Activities with a Learning Objective
10:30-11:30am	Academic, College and Workforce Readiness Activities
11:30-12:30pm	Lesson Extensions and Project Based Learning Activities
12:30pm-1pm	Lunch and sign-out/dismissal

Each center is staffed daily by Site Coordinator, Youth Development Professionals, and teachers, at a ratio of 1:12.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our centers are located on school district campuses (SBISD & KIPP). These school campuses are secured to ensure that only authorized staff, families and volunteers may enter. All staff and volunteers are required to complete and pass a criminal background check or a district volunteer criminal background check which includes fingerprinting and a check of national and state criminal databases. This process is instituted to ensure that an appropriate person is working with program participants. Staff are trained in First Aid and CPR. Staff are trained in all campus safety policies and procedures including tornado, fire and lockdown drills, incident/accident reporting, handling campus emergencies and Internet safety. Students are monitored for illness symptoms with increased assessment and precautions during flu season. Students entering the program are required to complete daily sign-in rosters and check-in (show program badge) to confirm attendance. Only pre-approved persons with a photo identification may pick up a student from the program. Each time a student is picked up they must be signed out following verification of approval. Students who ride school buses at the end of programming are monitored through a roster and sign-out system with the bus drivers and district transportation departments. Walkers will be dismissed by a staff member. Walking safety guidelines will be shared with students and families, and additional precautions will ensure that walkers leave before dark in groups with staff supervision. Each campus has high-quality playground equipment that is routinely assessed by district facilities technicians to ensure that all equipment is secure, safe, in good working order and condition. Playgrounds have safe fall zones with soft landing areas. All outside play areas are wrapped in secure fencing. Safe, secure perimeters ensure that student can enjoy outdoor play. Centers adhere to a strict policy of public access to playground areas only after programming has ended for the day. Centers are cleaned each day with safe, non-toxic cleaning products. Cleaning supplies are locked safely out of the reach of students. All BGC sites follow BGCA national standards for staffing ratios and child safety, and includes required child safety training courses.

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Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BGC's Texas ACE centers are strongly committed to identifying and supporting each school's goals, objectives and culture in after school programming, in order to develop a seamless transition from school-day curriculum to afterschool activities. To achieve this, and to ensure activities support mastery of TEKS, each Site Coordinator will be integrated in their school's team. They will attend their school's regularly scheduled curriculum and data inquiry team meetings, that will include structured discussion about curriculum and assessment outcomes. Through this linkage with the school's curriculum team and evaluation processes, the Site Coordinator will be assisted in developing strategies to assess and meet the academic needs of all program participants, gain "fluency" in the myriad commonly used academic terms, become familiar with core school-day curriculum and pacing guides, and gain skills in effective teaching strategies. The Site Coordinator will utilize the school's curriculum management system to align afterschool curriculum, activities and instruction to TEKS and STAAR objectives, with the overarching evidence-based BGC strategy Project Learn guiding the scheduling of afterschool activities (ensuring that all activities through the center have a learning objective). Through review at least weekly, site coordinators will ensure the planned activities align with the goals set forth in the Campus Needs Assessment (CAN) and the Campus Improvement Plan (CIP). Purposeful activity programming aligned to student need is crucial to the success of the program and will be maintained as a priority throughout the life of the grant.

Supporting these goals, BGC center staff will utilize shared school materials shared with schools, including school curriculum, textbooks and other resources supplies for recreation and enrichment activities that are aligned with TEKS objectives. To address the needs of students who having difficulty achieving and sustaining academic gains in reading and math, Site Coordinators will work with classroom teachers to gain their input and benefit from their expertise and concrete recommendations. BGC-developed curriculum will target specific grade levels and content areas to ensure focus on appropriate grade level activities/assignments, and centers will utilize peer collaboration, where students will work in small groups to discuss concepts, find solutions to problems, and deepen their understanding of the curriculum. Other hallmarks of BGC's afterschool curriculum will be daily opportunities for youth to practice skills through engaging and interactive activities. BGC always includes this type of activity throughout each Club site's day because BGC's goal is to ensure that activities are appealing to students and make them want to participate and continue attending their Club. Included will be: hands on, experimental learning activities; academic mentors; academic contests; teaching with experiments; small group teaching; games; e-learning; Q & A sessions; and service learning.

Evidence based practices (Project Learn) and local data gained through school collaboration will be used to design, assess and improve center curriculum to ensure activities meet student and campus outcome needs. Additional evidence-based learning practices will be incorporated, i.e. clear lesson goals, modeling and sharing, questioning strategies, using summary graphics, time for practice, timely feedback, group work, and nurturing metacognition. By reviewing local data, Site Coordinators will be able to group students by ability and skill-level for small-group work, tutorials, and activities that reinforce learning objectives. BGC and school partners will benefit from transparency, as BGC will be able to utilize test scores, report cards, progress notes, benchmark assessment data and behavior reports throughout the year to help assess and adjust the activities provided to students. This student-level data provides a platform allowing centers to create effective small student learning groups, to offer focused learning activities based on content area(s) (reading, math), and to seek teacher input and recommendations to improve academic achievement of individual students, and targeted groups such as ELLs. In addition to these academic assistance-focused activities, Project Director will work with Site Coordinators and school partners to ensure that schedules include services and activities that are balanced across the Texas ACE Four-Component Activity Guide. Enrichment activities engage and excite student; family and parental supports described throughout this grant help achieve the goal of increased family participation, and college and workforce readiness is achieved through college and career awareness activities, STEM learning, partnerships such as Junior Achievement, and computer literacy and technological skill development.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGC strives at all times to meet the needs of underserved youth, addressing these needs by promoting opportunities, engagement, and connectedness. BGC center instruction will be responsive to the varying academic and developmental needs of students, with Site Coordinators utilizing student data to identify students who are at highest risk for academic failure or school dropout. Using data, test results and a range of input, Site Coordinators will designate particular learning strategies for these students to meet their needs, including individual and small-group instruction. Procedures to achieve academic improvement for these students include:

- Evaluating student needs as assessed by standardized state and nationally-normed test results from the previous academic year; Developmental Reading Assessment (DRA) levels; district Math assessments; Texas English Language Proficiency Assessment System (TELPAS) scores; input from teachers, intervention specialists, Communities in Schools (CIS), school counselors, school administrators, students, parents, as well as information from both the campus improvement plan and campus needs assessment. The center program will thereby be in accordance with the principles of effectiveness described in NCLB Title IV, Part B, section 4205(b).
- Student interest surveys to ensure students are provided with high-appeal activities that they enjoy – learning while having fun is one of BGC's core programming pillars.
- Implementing an established core after school curriculum as the basis of its program that is aligned with TEKS learning objectives and lesson plans.
- Inclusion of periodic pre and post-test measures as part of the instructional program, to regularly assess academic growth and the level of college and career awareness.
- Provision of activities for Limited-English-Proficient students that emphasize language skills and academic achievement (with additional ELL support for bilingual students) in alignment with TEKS English Language Proficiency Standards.
- Periodic (at least monthly) evaluation of each center program by Site Coordinator, Project Director and other stakeholders to assess progress towards the goal of providing high-quality and effective academic enrichment opportunities for all students, resulting in a plan for improvement.
- Provision of assistance to students who have been truant, suspended or expelled through access to customized instruction and practice based on student ability, in order to prevent frustration, build track record of success and encourage positive relationship with learning.

The student's regular day teachers and the academic liaison bring important perspectives in understanding the students' academic needs and capacity. The site coordinators will work cohesively and seamlessly to craft the best and most effective intervention plan. The teachers/academic liaisons working in the BGCTA will also utilize their youth development techniques to meet students where they are at academically and socially and emotionally.

Site Coordinators play a vital role in developing, assessing and adjusting targeted instruction for this student group. Site Coordinators will attend each school's regularly scheduled curriculum, data inquiry team meetings that include structured discussion about curriculum and assessment outcomes, providing Site Coordinator's with learning opportunities to build their ability to utilize assessment data and their familiarity with core day curriculum and with successful teaching strategies from experienced educators. Use of the school's curriculum management system is vital to Site Coordinators as they work to align center curriculum, activities and instruction to TEKS and STAAR objectives as well as to the CIP. Staff to student ratios are generally 1:14; some summer programs may have higher ratios.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGC will engage a full-time Family Engagement Specialist (FES) for this Texas ACE program who will develop and implement a needs-based, comprehensive family support, engagement and empowerment strategy that addresses the needs of each center's families and also provides activities that will benefit all families at all centers. The FES will provide access to "Parent University" resources aligned with the pillars of engagement and empowerment. He or she will engage parents in a meaningful and intentional manner, create a welcoming environment and provide on-going educational support programs in both the realms of parenting and self-development. The FES will also work with each campus' CIS case worker in designing and implementing services and supports for students' families, as well as connecting families to appropriate outside resources and educational programs at nearby sites. This individual will have experience in an educational, social service, or family support service setting, experience and knowledge of child development and effective parenting techniques, as well as experience working with families of diverse cultures and economic backgrounds. In addition, the individual will bring and/or develop knowledge of the local community and support agencies available to aid in family engagement, education and assistance. The FES will provide continuous planning, implementation, and evaluation of all activities to ensure effective and intentional family engagement with an overarching goal to strengthen families so they may better support student achievement and well-being. The FES will provide on-going educational/learning activities such as Literacy/Technology nights, Curriculum Nights, ESL and GED classes, Computer Classes, and Parenting Skills Programs. The FES will implement Latino Family Literacy Project strategies to help parents develop English skills and literacy for themselves and their children. The FES will also provide training and information to staff about working with families of ELL. FES will ensure that all pertinent information be provided to families in a timely manner and in languages spoken by the families. FES will ensure that centers and activities all provide a positive, friendly environment for families to encourage engagement and continued participation.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will work with the Project Director and Site Coordinators to design an effective recruitment process. Site Coordinators will provide knowledge of families at their centers, while the Project Direct will advise on family outreach best practices. Input on recruitment strategies will be provided by Principals, CIS Case Workers, Parent Liaisons, Counselors and Teachers. The process begins with publicizing the program and recruiting families through newsletters, e-mails, phone calls, flyers and presentations at Back-to-School Nights, Parent Coffees and similar events attended by parents. FES will also strategically outreach to students/families who will benefit most from participation, identified through assessment of data to include test results, LEP status, truancy, CIPs, CNAs; parent surveys; teacher surveys; and CIS case management information. The FES will continue to utilize an array of tools for communicating and marketing to families throughout the program to encourage family involvement. Translation services will be provided at programs and print materials will be bilingual. Common needs will also be served through the BGC Parent U website, where parents access additional learning opportunities and support. To coordinate services across centers, FES will identify family-strengthening opportunities in communities served such as leadership, financial literacy, and workforce readiness activities. FES will gather and create a compendium of these resources and services and so can make information readily available as needed to families, Site Coordinators and campus staff. Initial surveys indicate useful resources from: Harris County Dept. of Education for ESL and GED courses; and computer literacy programs through Mexican Institute and Parent Alliance. Additionally, programs such as Love and Logic (at SBISD), 40 Developmental Assets and free educational offerings from Texas A&M AgriLife Extension Service and Positive Parenting will work to improve parenting skills. Finally, the FES will further coordinate family services and advocate for needs of families across all BGCTA centers through participation in district advisory committees that will help improve family engagement such as Parent Advisory Committees, Volunteer Advisory Boards, and the School Health Advisory Council.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 76-0270942

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will strategically plan and implement activities in correlation with individual campus and family needs. The FES, along with the Site Coordinator and other school stakeholders, will assess the newest family surveys in preparation for program implementation, allowing the FES to determine greatest needs and develop priorities for family engagement activities. In early assessments of families served at each campus the following needs have been identified: low literacy and LEP, making school success more difficult and parents reluctant to engage with teachers and school staff; parenting education that helps parents understand their child's development and how to respond to their child's needs; families struggling economically, lacking basic needs; workforce readiness including technology classes; and education that promotes healthy lifestyles and social-emotional skill development.

The primary delivery system for BGCTA's programming in response to these needs will be BGC Parent University (Parent U). The goal of Parent U is to provide an environment that supports parent and family positive growth, engagement and empowerment. Within Parent U, parents will become more engaged in their child's education through the Latino Family Literacy Project and activities such as family literacy nights so that they develop literacy skills alongside their children. Parents are empowered through training that helps them gain confidence in advocating for their children at school, and gives them increased confidence to participate in school activities. Other empowerment activities are those which teach parents skills to build personal competencies, especially those related to economic self-sufficiency (e.g., tax preparation support, job search training, and resume preparation). Families are provided with access to a range of educational opportunities at the Club and through community partners as well as the on-line BGC Parent U site.

Activities and events will be hosted at centers and BGC local area clubs on an ongoing basis with schedules developed to meet family constraints and serve the needs of working families. Some parents may not be able to attend classes in the evening, so BGCTA will offer parent learning opportunities at varied times/days to address the issue of evening/weekend/rotating work hours. If classes need to take place during the school day, BGC can provide these in the Spring Branch Club, while another Club facility will be accessible to working families in the Sunnyside Community. To address the needs of families who utilize public transportation and school bus services, BGC will consider the option of providing classes at a centralized location such as a community center. One of the most important ways that BGCTA centers are valuable to working families is that they provide a consistent, stable and safe place each day afterschool that offers adult guidance and minimizes the likelihood of children becoming engaged in high-risk behaviors, thereby reducing working parent stress levels.

The FES will develop a calendar of Family Engagement Activities to notify families of all activities/events, and which will be posted at schools, sent via social media and mobile phone texts, provided in flyers sent home with students, publicized at school events such as Back-to-School Nights, Parent Coffees, new parent orientation, and other opportunities as available. Parent U activities will be coordinated with scheduled school event nights when parents are likely to already be on campus. BGCTA will work with other community resources to enhance and expand family engagement opportunities and to help ensure families receive needed assistance. Each targeted campus has funded a Community in Schools (CIS) case worker to assist the school's highest-need children; CIS is a valuable partner in the goal to keep children on track for on-time grade progression by addressing the unmet needs of children and families. In general, those children case-managed by CIS are those that will also be recruited into BGCTA, and the caseworker oftentimes has already developed relationships with families. They are therefore valuable contributors in needs assessment, program development and continuous improvement. Center staff can also refer families to United Way for supportive services, also provided by Gulf Coast Community Services Association (KIPP Campus); and Spring Branch Family Development Center. UT Learning about healthy lifestyles from UT Nursing student volunteers. Houston Food Bank's partnership allows BGCTA to provide hot, nourishing snacks and meals to kids during school and in summer.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 76-0270942

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 76-0270942

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 76-0270942

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 76-0270942

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 76-0270942

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations (not sure if want to say this or say that we refer parents to sites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Lack of social-emotional awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Staff development around key competencies			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 76-0270942

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **29****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☐ Meetings☐ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 76-0270942

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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